

## 2018 Tennessee Educator Survey Early Grades Administrator Branch

AB\_Y01. Which of the following statements best represents your familiarity with the Read to be Ready Initiative? (Select one option)

- a. I have a firm understanding of the Read to be Ready Initiative and its various components.
- b. I am not as well informed about the Read to be Ready Initiative as I might like to be.
- c. I am not familiar with the Read to be Ready Initiative.

AB\_Y02. Which of the following statements best represents your familiarity with the Teaching Literacy in Tennessee (TLIT)? (Select one option)

- a. I have a firm understanding the TLIT document and its various concepts it covers.
- b. I am not as well informed about the TLIT document as I might like to be.
- c. I am not familiar with the TLIT document.

AB\_Y03. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Read-aloud texts should be more complex than what a student can read on their own. (Select one option)	1	2	3	4
b. Text complexity is solely determined by a quantitative measure, such as Lexile. (Select one option)	1	2	3	4
c. Each lesson should primarily focus on a single ELA standard. (Select one option)	1	2	3	4
d. Instruction on phonological awareness, phonics, and word recognition should be carefully sequenced from Kindergarten through grade 2. (Select one option)	1	2	3	4
e. Students should primarily engage with texts only on their reading level. (Select one option)	1	2	3	4

AB\_Y04. What specific supports do you need in order improve reading proficiency in grades K-3 at your school?